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ABSTRACT

An extended abstract is provided for a major article titled "The Effects of Frequent Curriculum-Based Measurement and Evaluation on Pedagogy, Student Achievement, and Student Awareness of Learning" is described. The article summarizes research on the educational effects of data-based program modification (DBPM). Thirty-nine special education teachers volunteered to participate in an inservice training project, and were assigned to an experimental group which was taught DBPM procedures or a contrast group which was taught general strategies for diagnosing and treating learning/behavior problems. Each teacher wrote and monitored Individualized Education Program goals for three or four special education students. Analysis of results indicated that students whose teachers used the DBPM ongoing measurement and evaluation system had higher reading achievement than students in the contrast group and were more knowledgeable about their own learning than other pupils. In addition, the DBPM teachers appeared to be more realistic about and responsive to student progress. (JDD)

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ERIC CLEARINGHOUSE ON HANDICAPPED AND GIFTED CHILDREN

RESEARCH & RESOURCES ON SPECIAL EDUCATION

ABSTRACT IV
APRIL 1986

INSTRUCTIONAL PRACTICES

"The Effects of Frequent Curriculum-Based Measurement and Evaluation on Pedagogy, Student Achievement, and Student Awareness of Learning" is a 12-page article that summarizes research funded by the Department of Education, Office of Special Education Programs. The researchers examined the educational effects of a specific student assessment system: DBPM (data-based program modification). DBPM has three major characteristics:

1. Teachers measure student performance on a long-term goal rather than on a series of short-term objectives.
2. Teachers must adhere to strict guidelines for generating and administering tests.
3. Teachers must comply with strict rules which specify, on the basis of assessment data, when the student's instructional program is to be changed.

ACTIVITIES

Thirty-nine New York City special education teachers volunteered to participate in the inservice training project. Teacher trainers provided weekly one-to-one sessions with the teachers from November through May. Teachers in the contrast group were taught general strategies for diagnosing and treating learning and behavior problems; teachers in the experimental group were taught DBPM procedures. Each teacher wrote and monitored IEP goals and objectives for three or four special education students for an 18-week period. The contrast group used their own procedures; the experimental group followed DBPM procedures. Students' reading achievement was assessed pre and post on four variables such as decoding and inferential comprehension. Students also responded to a final interview designed to obtain their perceptions of their reading progress and goals. Teachers completed a questionnaire on their students' progress toward reading goals; they were also observed and rated on 11 variables related to student achievement.

HIGHLIGHTS

- Students whose teachers used the DBPM ongoing measurement and evaluation system had higher achievement than students whose teachers used conventional monitoring methods such as periodic teacher-made tests, informal observation and workbook samples.
- Experimental (DBPM) students were more knowledgeable about their own learning than pupils whose progress was evaluated and measured by conventional practices. The experimental students: (a) more frequently claimed they knew their goals; (b) more often stated their goals; (c) were more accurate in their estimates of whether they would meet their goals; and (d) more typically reported that they relied on data to formulate estimates of whether they would meet specific goals.
- Experimental (DBPM) teachers appeared to be more realistic about and responsive to student progress. They were more specific in describing students' current performance levels, and more able to maintain established goals.

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CONCLUSION

In special education, greater coordination between assessment and instruction has been encouraged by P.L. 94-142. Under the law, a team is required to develop Individualized Educational Plans (IEPs) for handicapped students that include procedures for assessing student progress toward goals. The DBPM (data-based program modification) model effectively generated data useful in enhancing student achievement and in increasing student knowledge of (and participation in) their own education.

DBPM REFERENCES

Mirkin, P. K., Deno, S. L., Fuchs, L. S., Wesson, C., Tindal, G., Marston, D., and Kuehnle, K. (1981). *Procedures to develop and monitor progress on IEP goals.* Minneapolis: University of Minnesota, Institute for Research on Learning Disabilities.

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